DOCUMENT RESUME

ED 205 818 CE 029 895

AUTHOR McGough, Robert L.; Vincent, John J.
TITLE The Delivery of Adult Basic Education (ABE) to CETA Clients.
INSTITUTION Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.
SPONS AGENCY Governor's Employment and Training Council, Richmond, Va.
PUB DATE [80]
NOTE 26p.; For related documents see CE 029 896-906.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Academic Aptitude; *Adult Basic Education; *Adult Learning; Definitions; *Disadvantaged; Educational Cooperation; Learning; *Program Design; Program Development; Program Implementation; Program Improvement; Student Characteristics; *Student Needs; Teaching Methods
IDENTIFIERS *Comprehensive Employment and Training Act; Linkage

ABSTRACT

This monograph is one of 12 that address various topics in the area of CETA/education linkages. They were designed to provide those individuals interested in the development and implementation of CETA/education linkages with information that will serve to enhance the quality of existing programs and facilitate the efficient and effective development of new programs. This monograph describes the concept of adult basic education (ABE), and is divided into four sections: (1) a definition of ABE, (2) needs and characteristics of adult learners; (3) methods of instruction, and (4) program design. While the focus is on ABE, the role and responsibility of CETA programs in incorporating it where necessary is also discussed. (CT)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED205818

THE DELIVERY OF ADULT BASIC EDUCATION (ABE) TO CETA CLIENTS

by
Robert L. McGough
and
John J. Vincent

Published by
Virginia Polytechnic Institute and State University
Division of Vocational & Technical Education
Blacksburg, Virginia 24061
Sponsored and Funded
by
Governor's Employment and Training Council

CE 029 895

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

G. Scherer

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Robert L. McGough, Ph.D., is currently a member of the faculty of the division of Vocational and Technical Education of Virginia Tech. He is a specialist in Manpower (employment and training) and special needs occupational training. Dr. McGough is a nationally recognized Employment and Training and Special Needs consultant. He has over 13 years experience in various administrative positions relating to disadvantaged training design and operation. He has administered both the Department of Labor sponsored disadvantaged training programs, and those under the auspices of the Department of Health, Education and Welfare.

He has been involved nationally in employment and training services as the Executive Director for two area manpower institutes for the development of staff (AMIDS). Dr. McGough has over 40 publications in the employment and training area and has administered over 56 funded contracts relating to the development and administration of programs for disadvantaged youth and adults.

John J. Vincent, Research Associate and Administrative Assistant in the Vocational and Technical Education Division at Virginia Tech, received a B.S. degree in Business Administration and an M.Ed. in Vocational Education from the University of Pittsburgh, Pittsburgh, Pennsylvania. He received an Ed. D. in Vocational Education from the Pennsylvania State University with a minor emphasis in Labor Relations.

Dr. Vincent has had previous experience as Head of Cooperative Education Programs, Job Placement Specialist, and Coordinator of Adult Ed.-CETA related programs at a vocational-technical school in Pennsylvania. Prior to employment at Virginia, Tech he served as a Project Director at Penn State University where he conducted studies to evaluate State Funded Vocational Education Curriculum Projects in Pennsylvania and more recently a study entitled: A Profile of CETA Staff Personnel in Pennsylvania and Their Perceived Training Needs.

FOREWORD

Since the enactment of the Comprehensive Employment and Training Act (CETA), 1973, there has been a continued need to develop cooperative relationships between (1) local prime sponsors, (2) public and private educational institutions, and (3) community based organizations. While this concern seems to exist for a variety of reasons, it is commonly recognized that poor communication is a major barrier to effective cooperative relationships in Employment and Training (CETA). This problem continues as little information has been disseminated providing ideas or models for the collaboration of efforts in the employment and training field. The provisions of both CETA and the Vocational Education Act of 1976 have noted this problem.

Recently, the Virginia Governor's Employment and Training Council funded a three phase project titled: "Inservice, Technical Assistance, and Information Dissemination Service for CETA/Education Linkages." One phase of this project provided for the development and dissemination of twelve monographs. The monograph series addresses various topics in the area of CETA/Education Linkages. The purpose of the monographs is to provide those individuals interested in the development and implementation of CETA/Education Linkages with information that will serve to enhance the quality of existing programs and faciiltate the efficient and effective development of new programs.

THE DELIVERY OF ADULT BASIC EDUCATION (ABE) TO CETA CLIENTS

Introduction

Today's CETA clients need appropriate academic competencies to obtain employment. Many employers will simply not hire a person whose lack of reading, writing, and computational skills could interfere with the overall productivity of the employer's company.

The purpose of this monograph is to describe the concept of Adult Basic Education (ABE) which is designed to upgrade academic competencies of disadvantaged adults. The monograph is divided into four sections: 1) a definition of ABE, 2) the needs and characteristics of adult learners, 3) methods of instruction, and 4) program design.

What is Adult Basic Education?

Putman and Chrismare (1967) define ABE as: Instruction in communicative, computational, and social skills for adults who are substantially impaired their getting or retaining employment commensurate with their real ability, in order to increase such ability, raise their level of education, and enable them to become more productive and responsible citizens. This usually includes instruction for adults whose educational attainment is below the eighth grade level. Taylor (1978) stated that:

> Adult Basic Education, established with the passage of the Economic Opportunity Act (1964) under Title II, Part B, operates on a commitment to lifelong learning: ABE is often the first step for many citizens. As a program addressing a broad spectrum of needs, ABE also accommodates special groups such as non-speakers of English, older Americans, the handicapped, and veterans; frequently linking with other programs and agencies to improve the effectiveness of service delivery (p. 147).

These two definitions of Adult Basic Education serve to indicate that

1. to a large extent ABE is the result of federal legislation, namely the Economic Opportunity Act of 1964,

2. ABE is designed to enhance the employability of educationally disadvantaged adults by upgrading educational ability,

3. it incorporates the concept of lifelong learning and serves a wide range of special target groups, and

4. ABE is delivered by various social service agencies.

From these indications, many of the reasons why ABE was initiated are related closely to the purpose and objectives of programs offered under the Comprehensive Employment and Training Act (CETA).

Since CETA is designed to: upgrade the employability of disadvantaged persons, serve a wide range of target groups and to provide support-related services to its clients, ABE programs fall under the realm of their support services. For this reason, it is necessary that CETA staff personnel develop an understanding of ABE and the adult learner. ABE is an integral part of CETA and without it many CETA clients could not obtain jobs for which they have been trained.

Needs and Characteristics of Adult Learners

In offering ABE programs, it is important that the CETA staff person develop an understanding of the adults who enroll in ABE programs. What are their backgrounds, interests, needs and characteristics which can influence the way they learn and how effective ABE can be? As stated by Knox (1968), "the central problem for the adult educator, regarding interests, is the difficulty in thinking about adult interests in a way that is useful for program development" (p. 220). By understanding the interests of the adult learners, the adult basic educator can be more effective in the delivery of adult basic instruction. Thus, the first concern for the ABE instructor is determining interest. Each person has a unique set of interests based on their social and cultural environment. The only true interests that can be found in all persons is self-interest and the desire to maintain or enhance their own self-concept. Knox (1968) indicated that in order to effectively serve the adult learner, adult educators should understand some of the recent social changes which have occurred. For example:

1. There has been increased mobility of Americans, not only from farm to city, but also from city to city.

2. Population increase and the rise of the metropolis has brought about a great division of labor, or specialization. Fractionalization of social relationships has occured so much that you may know one person only as a delivery man, another only as a co-worker, another as a neighbor, etc.

3. Institutionalization of most domains of life within large-scale, complex, bureaucratic structures encourage interdependence and conformity, and this situation poses problems for individuality and a sense of engagement with ongoing society.

4. Automation, on a scale far beyond mechanized farming, holds the potential within the decade for having less than ten percent of our population do all the work needed for our economy and for massive exports to the world. (Knox, 1968)

These changes in the pattern of society indicate that a priority need for adults is an increased ability to understand, adapt to, and influence change. It is also important to understand the differences between adults and youth which may affect the effectiveness of ABE programs delivered by social service agencies. It can be said that adults differ from young people in many ways that influence their (adults') rate of learning. They have different body characteristics, learning histories, reaction speed, attitudes,

values, interests, motivations, and personalities. Therefore, the adult basic educator must be aware of these differences and adjust their teaching and learning environment accordingly.

A basic difference in youth and adult learning is the environment in which they learn. Most youth spend a considerable amount of time in school settings where individual records are maintained and time is scheduled for them in a predetermined structure. Adults, on the other hand, have left the school environment. Learning is acquired through their jobs (if they have one), at home, with friends, in unions and professional associations. The difference is that adults learn in the everyday work and social environment in which they place themselves, voluntarily or not. Because uncontrolled learning environments exist, their achievement is difficult to assess.

Speed of performance is another characteristic which differs between youth and adults. Brinley (1963) studied how age affected speed of performance on 21 speed tests. Some of the tasks were alternating ones; the subjects were asked to alternate between one task and the other. Other tasks were "straight tasks" - pursuing again and again one kind of operation. The older subjects (59-89 years) took more time than the younger subjects (18-36 years) on the alternating tasks. However, they also took longer to perform the "straight" tasks. These results would serve to indicate that adults do not perform as fast as younger people on certain tasks; however, the intelligence associated with performance of the tasks measured by Brinley was not included.

There are, though, certain characteristics of adult intelligence with which ABE personnel should become familiar. Knox (1968) stated: Whenever measured without strict time limits, learning ability does not decline between twenty and sixty years of age. People who are bright at twenty do not become dull at sixty; nor do dull young people become moronic as they grow older. At sixty a person is capable of learning the same kinds of knowledge and skill that he/she could at twenty.

From age twenty to age fifty a person does not decline in ability to learn or in intelligence. His/Her actual performance on tasks may be less because of lower motivation, speed, his/her ideas about him/herself or a decline in vision and hearing. Merely growing older does little to change the ability to learn or think. Growing older does bring different values, goals, responsibilities and self-images. Such changes, along with physical changes, may affect speed but not ability. Adults often learn less than they might; this is partly because they are usually too modest about their own wisdom and ability and partly because of their sensitivity to unfavorable criticism. Failure to continue to learn may affect their learning more than their ability to learn.

When delivering instruction to adults, it is important to be aware of physical adult characteristics that may influence learning. For example, eidetic imagery-the ability to see pages, paragraphs, or sentences complete in the mind's

eye-is at its height in the early teens and declines steadily thereafter, making the task of memorizing more difficult. Too, as people grow older, their acuteness of hearing and speed of hearing declines. In contrast to most physical traits, acuteness of hearing is the highest between ten and fourteen years. After age fifteen, the percentage of the deaf and hard of hearing increases. When people lose their acuteness of hearing, they also lose speed of hearing. The older a person is, the longer it will take to hear a message. Because an older person cannot hear as well as before, their self-concept may be damaged.

Sight also declines with age. Keenness of sight is best in the late teens or early twenties. After the early twenties sight declines slowly to the middle 40's, when bifocal vision appears. With the decline in keeness of sight goes a decline in speed of sight. The time needed to shift from seeing something close at hand to something far away and back increases as a person grows older.

Characteristics other than physical which may be attributed to the adult learner involve adult values, interest, and personality. As stated by Knox (1968) Adults have different values, interest, and personality traits than young people have, and tend to be more emotionally stable. They are more expressive, more expansive and outgoing. The confusion of youth is moderated by greater feelings of autonomy, of competence, and of stability. Adult have more even temperament, as they have learned to control impluses and have a more unified identity.

little experience that they have a limited concept about what they can hope to accomplish. An adult has a large reservoir of past experiences which has shaped ideas of accomplishment. This experience prevents the adult from setting unrealistic goals; however, the past experience may have been so negative, unfortunate or irrelevant that he/she may underestimate the ability to attain a goal.

Adult interest, attitudes, concepts and values become fixed with age and are held for longer periods of time. They are more familiar and are overlearned. With the attitudes of older people more stable concepts are resistance to change. Adults whose youth was spent in a different social, technological, and cultural environment may have interests not suited to present intellectual, social, and practical affairs. Because of their education and experience in youth, adults may have attitudes that interfere with realistic adjustment of older concepts. Adult concepts, however, do change inasmuch as they become less interested in activities demanding physical prowess. Interests basic to adult education, such as reading, writing, and music, become more intense. Adults can learn and be taught new interests, especially if they have moved to a new community, taken on a new job or assumed new family responsibilities.

As Knox (1968) indicated: When trying to learn, the adult is damaged most by a negative attitude toward schooling carried from childhood. The adult may equate school

with an unpleasant place where difficult tasks were given, were he/she was forced to study what he/she disliked and where one's mistakes were ridiculed. If he/she harbors such feelings, he will feel insecure in a school setting. He may fear sarcasm, frustration, or failure. If so, learning will be avoided and confidence in his/her own ability to learn will be minimal.

Methods of Instruction

The methodology associated with the development and implementation of Adult Basic Education must be articulated with the unique characteristics and laws of learning that are applicable to adults. The teaching of basic skills requires an emphasis upon the understanding of the need for sequential skill development and progress in reading, writing, and arithmetic. Associated with this understanding must be an attempt to develop a relevancy to the client's career goals and everyday life. The adult basic education instructor must have true empathy for the needs of under-educated adults and a willingness to recognize that every adult learner has an individual learning process. Such an understanding mandates the use of individualized instruction. Experience has shown that competency-based curriculum designs work best in the CETA training environment. Likewise, competency-based education and the use of individualized instructional materials go hand in hand. That is, they seem to complement each other and serve to enhance the services delivered to CETA clients.

Curriculum (1)

The curriculum of the adult basic education program consists of three instructional levels. The recommended class schedule for thirty weeks is two meetings per week of two and one half hours each. Obviously the arrangement of class schedules will depend upon the type of program being offered and the number of contracted weeks for that program. In order to provide the adult basic education student a minimum of thirty weeks (150 hours) of instruction, classes should start as soon as possible after the client has been enrolled in the CETA program. In some cases, it may be necessary to increase the class meeting time to provide approximately 150 hours of instruction. Basic subject matter skills presented on each grade level generally correspond to that offered in the traditional graded structure. It is generally felt that the non-graded type of grouping is more adaptable to basic academic instruction of this nature. The wide range of educational backgrounds within a class and the accelerated flexibility of the program structure make more allowance for the non-graded approach. Individualized competency based curriculum designs will also enhance the above-mentioned flexibility and program structure.

---

(1) This section of the monograph was taken from Virginia Adult Basic Education: Administrative Guide (effective July 1, 1979, Department of Education, Commonwealth of Virginia, Richmond, Virginia 23216).

The Department of Education, Commonwealth of Virginia has developed an adult education curriculum and resource guide which is available through the State Department of Education, Adult Education Service. While language arts, arithmetic, and selected topics of adult relevance are shown as the three distinct elements forming the curriculum core, it should be realized that within CETA programs, the more ideal learning situation would be one that related these elements to the career goals of the client. They would ideally be fused to the extent of losing their separate subject identity. For example, a lesson on solving work problems in the area of family budgeting would, in effect, accomplish goals in reading instruction, arithmetic, and in providing some basic concepts in home management. Likewise, a lesson on solving problems in the area of auto mechanics might accomplish the same task while enhancing the motivation and relevancy of the instruction for the client. While often the program is scheduled on the basis of time periods at each level, there will be clients who do not require the full time to achieve the objective of a particular instructional level. On the other hand, there may be other clients who will require more than the prescribed hours to achieve these objectives. These clients who progress rapidly should be moved to the next higher level whenever the instructor's judgment and objective test data indicate the client is ready to be advanced. Those clients who at the end of the instructional time period are not ready for the next higher level should be moved into an instructional group which will be working at the skill level prescribed for their competency level. In summary, an individualized approach should focus upon the competencies of the adult learner. The competencies should be relevant to the real life situation of that learner and should be prescribed to provide sequential progressive learning.

Diagnostic Testing (2)

To provide proper placement in diagnosis, every client enrolling in the adult basic education program should be tested with a standardized test within a few weeks of enrollment. For recommendations on test instruments see, Testing Guide for Adult Basic Education (Suggestions and Recommendations) which has been published by the State Department of Education (Adult Education Services).

A proper diagnostic program for adult basic education students should follow a schedule similar to that listed below:

1. Informal inventory of reading skills upon entry into the program. Suggested instruments include: (a) a demographic information sheet, (b) the Wide Range Achievement Test (WRAT) and, (c) Reading Evaluation-Adult Diagnosis (READ).

2. Follow testing with a standardized adult basic education test or other suitable standardized diagnostic test instrucments within six weeks of entry, but not before two hours of instruction. Suggested instruments include: (a) for below 5.0 reading level, the Reading Evaluation-Adult Diagnosis (READ) and (b) for other subjects and levels, the Test of Adult Basic Education (TABE).

---

(2) This section of the monograph was taken from Virginia Adult Basic Education: Administrative Guide (effective July 1, 1979, Department of Education, Commonwealth of Virginia, Richmond, Virginia 23216).

3. Informal testing for student progress, with either teacher-made tests or those tests provided by the curriculum materials publisned, from time to time throughout the program year. Informal testing of this nature will provide the instruction with information needed for adjusting the instruction of the students in the class.

4. Formal testing with a standardized adult basic education test of other suitable standardized test approximately every 75 hours of instruction. Suggested instruments include: (a) Reading Evaluation-Adult Diagnosis (READ) for reading levels below 5.0 and (b) a Test of Adult Basic Education (TABE) for other subjects and levels.

5. Where possible formal testing of each client immediate prior to program termination. Suggested instruments included: (a) Reading Evaluation-Adult Diagnosis (READ) for reading levels below 5.0 and (b) a Test of Adult Basic Education (TABE) for other subjects and levels. (See appendix A for addresses of test publishers.)

In summary, to determine a client's functioning level the following procedures are suggested:

1. Informal testing and interview upon application to the program. The reading test should be combined with information as to last grade completed, which is provided by the student.

2. After the student has the opportunity to adjust to coming back to an education environment, a standardized test such as READ or TABE should be administered.

3 Specific reading and mathematics testing scores should be used to determine the functional level of the individual client in each of the respective areas.

Client Participation

The benefits derived by the adult client from a program of this type come only as a result of the client's interest in, efforts toward, and support of the ultimate instructional goal. In this regard, the importance of developing habits of regular class attendance and punctuality should be emphasized by CETA instructors. Developing such habits would be considered part of the client's education. While there may not be specific policies concerning required attendance, it is strongly suggested that any client missing an excessive number of classes, without just cause be referred to the counselor for further action. It is also recommended that a local policy concerning attendance be established which includes some provisions for a follow-up on excused absenteeism to determine the status of students in question.

Program Design

Although there are many program designs that may be used with the adult learner, the following design has proven to be very successful in a number of skill centers and other CETA program

environments. The illustrated design provides a description of typical adult basic organizational structures.

Step 1. Plans are introduced to the adult basic education facility through counseling and an introduction to the adult basic education instructors.

Step 2. Clients are briefly tested to obtain an overview of their abilities and interests.

Step 3. The client is provided with an orientation to the adult basic education facility. This orientation will include daily procedures, safety regulations, and an understanding of the goals and objectives of adult basic education, particularly as they relate to the client.

Step 4. Daily work on individual learning activities. Each of the assignments given to the adult client will be targeted to the specific goals and objectives of that client. The work routine is flexible and will often be changed to meet the variable moods and personality characteristics of the adult learner. In addition, a wide variety of supplemental equipment and materials will be made available to that client as the need is apparent.

Step 5. Progress is tracked by specific testing relating to the individual objectives of the client. For example, if a client is attempting to learn his/her multiplication tables, a test will be designed to show both the client and the instructor that the learning has taken place. The utilization of competency-based testing procedures is strongly recommended. A progress

chart will be utilized to record the successful learning experiences of each client. This progress chart will be made available to each client upon request.

Step 6. Often higher-level students will be interested in the development of skills leading to a GED certificate. Information relating to the requirements leading to this certificate would be made available to each client sometime during the program. If interested, a plan for the completion of the learning activities leading to the GED might be developed.

Step 7. For those students desiring the GED, they would be provided with information relating to the testing sites, times and dates, so that they might take the examination for the certificate if they deem appropriate.

Step 8. Follow-up and program evaluation. Contiued follow-up with former clients should be maintained, thus providing for information that will allow for the improvement or enhancement of the existing adult basic education program. Along with the formative evaluation activities, specific data should be maintained relating to grade levels achieved, and other levels of accomplishment that may be deemed important to the success of the adult basic education program.

Clearly there is no one way to be successful in working with adults in an educational process. There is considerable variation among clients, yet each must be successful and each must have high levels of motivation if program and client objectives are to be met. Variation is seen on dimensions such as structure, personality, job orientation, and in reaction to the many

environmental pressures that adults must face on a day to day basis. There are many commonalities and differences among adults who involve themselves in adult basic education; however, the first commonality is a desire to succeed. While all adults desire to succeed, the interpretation of success may vary. A second common theme, is that education provides status. Culturally we have provided education as a trophy, an initiation rite into adulthood, and many adults feel incomplete without it. A third commonality is that adult basic education provides students with skills that will enable them to more effectively participate in their society and culture.

An important factor to any adult basic education program is the provision of counseling services to the client. The counseling must be very pragmatic and emphasize overcoming barriers to job development and placement. The extent to which counseling services may be included as part of the adult education programs must be determined by the program administrator and the instructors involved. Through experience, most instructors argue not against counseling, but for an every increasing amount of it if at all possible.

Although research has shown that many adult basic education educators develop their own instructional materials instead of using commercially-produced documents, clients generally seem to be neutral toward them. It is recommended that the use of locally developed materials be increased when appropriate as this personal approach signifies relevance of the program for the adult learner. The staffing of adult basic education programs requires that teachers and administrators be flexible and adaptable in order to work effectively with a variety of clients and

circumstances. They also must share a belief in the social utility of their work. They must have patience and a desire to provide well-organized, systematic instruction that leads to specific goals that are pre-determined and shared with the adult learner prior to the initiation of the learning activity. Experience has shown that individual instructors who are motivated by a strong sense of social mission often quit as adult basic education instructors when they find that they cannot make an immediate impact on all students being served. Empathy is required on the part of all instructors, but there is no room for sympathy with the disadvantaged adult learner. They need understanding and dedication to provide them with services that will relate to their style of learning and their speed of learning, not to the administrative need of a program or an individual instructor.

Bilingual, and ESL Programs

Many adult basic education programs find that there is a need to provide bilingual, ESL (English as a Second Language) training to specific clients. In the eastern part of Virginia there are currently language programs in a variety of CETA-sponsored insititutions. Each of these programs focus upon the development of language adequacy and an ability to write in English. The development of bilingual, ESL programs is a very technical, specialized activity requiring an obvious expertise in foreign languages and an understanding of non-traditional language training. For the purposes of this document, it should be said that bilingual, ESL training may be an important subcomponent of an adult basic education program. If it is deemed appropriate to develop such a subcomponent, additional resources should be procured. These

resources might include the use of volunteers, the hiring of bilingual, ESL instructors; the use of audio-tutorial training facilities; and the referral of that client to agencies who may be better equipped to provide such services.

Summary

The adult learner is a unique individual who requires individualized, non-traditional approaches to education. Such approaches are often competency-based and designed to provide life-relevant learning. In general, adult basic education programs provide approximately 150 hours of education per year with an emphasis upon the development of reading skills, math skills, and writing skills. Although there may be other instructional components to topics in any adult basic education program, the major focus must be on the development of basic abilities due to the limited amount of time and the short-term goal orientation of the adult learner.

of a client. In the application of a quality adult basic education program, such a program will usually use a wide variety of instructional appraches with each client, thus reducing the fatigue factor and enhancing their motivation to continue their involvement in a difficult learning process. Generally speaking, the delivery system for adult basic education activity is relatively simple. It includes an introduction to each client, an

orientation to the procedures, materials, and facilities available to that client, and the assignment of individual work activities whereby the client can develop specific skills to allow for an overall improvement in their basic abilities to read, write, and calculate.

Finally, an evaluation system which is both formative and summative should be maintained for each client and an evaluation and follow-up should be utilized to improve and enhance the quality of the adult basic education program. Although simple in design, the adult basic education program activity must be creative, non-traditional, and focused upon the perceived needs of each client if it is going to be effective and of true value to the clients being served. When handled well, the adult basic eduction program will serve to support the overall development of career potential for CETA clients, thus enabling them to more effectively compete in the labor market and maintain their economic lifestyles in a more stable fashion.

REFERENCES

Brindley, J. F. "Rigidity and the Control of Cognitive Sets in Relation to Age Differences in Speed and Accuracy of Performance." Doctorial Dissertation, Department of Psychology, Catholic University, Washington, D.C., 1963.

Knox, A. B. "Interests and Adult Education." The Journal of Learning Disabilities. Professional Press, Inc., April, 1968.

Putman, J. F. & Chrismare, W. D., compliers. Standard terminology for instruction in local and state school systems: an analysis of instructional content, resources, and processes. Office of Education, U.S. Department of Health, Education, and Welfare, Washington, D.C.: Government Printing Office, 1967.

Taylor, D. G. "Competency-Based Education: Toward a Functional Definition." Adult Literacy & Basic Education, Fall, 1978.

COUNSELING THE CETA CLIENT

ADAPTING LOCAL EDUCATION PROGRAMS FOR CETA CLIENTS

METHODOLOGY AND TECHNIQUES

CURRICULUM DESIGNS TO SUPPORT THE CETA SERVICE RECIPIENT

OPEN-ENTRY/OPEN-EXIT COMPETENCY-BASED PROGRAMS FOR CETA CLIENTS

ANCILLARY AND RELATED SERVICES FOR THE CETA SERVICE RECIPIENT

WHAT MAKES CETA TRAINING PROGRAMS DIFFERENT FROM TRADITIONAL EDUCATION PROGRAMS

JOB PLACEMENT AND DEVELOPMENT

ABE AND THE CETA SERVICE RECIPIENT

INNOVATIVE APPROACHES FOR TRAINING THE CETA CLIENT

TECHNIQUES FOR THE ELIMINATION OF DROPOUTS WITHIN CETA PROGRAMS

CETA PROGRAMS AND EFFECTIVE EVALUATION

The above monograph titles are available

from

Governor's Employment and Training Council
11 South 12th Street
Suite 202
Richmond, Virginia 23210